

training his people to the fullest use and development of their native cultural and economic capacities.

Government is not an academic matter. It is not, in its ultimate implications, something to which any citizen, white or colored, high or low may safely be indifferent. It is not a remote or detached consideration. It is something which, during every hour of every day, touches the life, security, and happiness of every man, woman, and child and upon it, in the final analysis, depend many of life's profoundest issues. I hope and believe that in North Carolina, government is becoming imbued with a high moral purpose. I hope and believe that it is becoming ever more sensitive to the vital human needs of every class of our population and that, increasingly, it is envisioning these needs in terms of the general welfare rather than in terms of any special interest or class. I even venture to indulge the belief, as I have stated, that we have come to recognize that no progress which does not lift all can ever permanently lift any.

Nor must we search far for tangible and concrete ramifications of this new spirit which is abroad in our land. In 1900 the total value of all Negro school buildings of every description in North Carolina was less than \$500,000. By 1920 this valuation had increased to a little less than \$4,000,000, but during the next ten years it amounted to over \$18,000,000.

In 1900 there were no Negro high schools in North Carolina. By 1925 there were 50 high schools, 20 of which were accredited, and with a total enrollment of 6,900 students; but by 1929 we find 115 high schools, 55 of which are on the accredited list, and with a total enrollment of 13,700. It is a conservative statement that more progress has been made on this score, as well as in new construction of school buildings, in the past nine years than was made in the twenty preceding.

In 1900 there were 130,000 students enrolled in the